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ABSTRACT

This course instruction manual for Oklahoma State University-Okmulgee's Technical Writing II Course emphasizes preparation, data collection, organization, style, and format in the composition of memos, business letters, resumes, reports, and proposals. Major course objectives include organizing, composing, and presenting memos, letters, and reports in acceptable professional formats and application of various technical and stylistic guidelines. After the initial course objectives, grading policy, and memo to students, the manual includes four sections. The first section (Technical Writing Basics) provides a review of purpose, audience, persuasive strategies, and other technical considerations. The second section (Revising and Editing) provides guidance in using various words and tenses, using transitions, avoiding sexism in writing, and editing. The third section (Memos, Business Letters and Resumes) presents explanations and examples of correct formats for memos, business letters, letters of introduction and application, and good/bad news, sales, inquiry, complaint, and adjustment letters. The fourth section (Reports and Proposals) presents explanations and examples for internship, incident, problem-solving, progress, informal, and formal reports. (EF)

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Technical Writing II
ENGL 2033

Stuart Tichenor
General Education Department
OSU-Okmulgee

1998-1999

CS 216 908

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OKLAHOMA STATE UNIVERSITY-OKMULGEE
COURSE SYLLABUS

GENERAL EDUCATION DEPARTMENT **COMMUNICATIONS**

COURSE TITLE: Technical Writing II
COURSE NUMBER: ENGL 2033
CREDIT HOURS: Three (3) **PREREQUISITE:** ENGL 1113 or ENGL 1033

COURSE DESCRIPTION:
Various types of technical reports with emphasis on preparation, data collection, organization, style, and format. Brief review of composition techniques. Assignments involve computer use.

COURSE OBJECTIVES:

1. Explain and differentiate among the various informal reports and different parts of formal reports.
2. Write technical descriptions using clear, concise language.
3. Recognize and avoid overused, trite expressions and low-information content words.
4. Know and apply rules for abbreviations and writing numbers in technical writing.
5. Compose at computer terminal with word-processing system.
6. Effectively incorporate graphics into documents.
7. Organize, compose, and present memos, letters, and reports in acceptable professional formats.

REQUIRED MATERIALS:

Text: *Technical Writing: Process and Product,* 2nd edition, Gerson & Gerson
Study guide: Technical Writing II by Stuart Tichenor

Supplies: 2--3 1/2" computer diskettes, notebook paper

If any member of the class feels that he/she has a disability and needs special accommodations, the instructor will work with him or her and the University Office of Disabled Services to provide reasonable accommodation to ensure a fair opportunity to perform in this class. Please advise the instructor of such disability and the desired accommodation before, during, or immediately after the first scheduled class period.

_____ _____
Instructor Department Head

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MEMO

To: Technical Writing II students
From: Stuart Tichenor, instructor ST
Date: July 30, 1998
Subject: Classroom Policies and Procedures

Use of 1998-1999 Course Packet

This course packet contains the writing assignments you will complete this semester. Bring it to class every day and be prepared to use it.

Reading Assignments

The textbook used for this class is *Technical Writing: Process and Product*, second edition, by Gerson & Gerson. When I assign readings from this book, I expect you to read them.

Writing Assignments

All writing assignments will be typed. This *is* a writing class and you are expected to bring your diskettes, writing assignments, textbook, and study guide to each class.

I do not accept late work!!! This is a non-negotiable policy. If you fail to turn in your work on time, you will receive a zero. **"Late" is after I leave campus the day an assignment is due. If it has been shoved under the door of my office or turned in to the Gen Ed office after I leave, I will write LATE across the front of the assignment and it will not be graded.**

If you must be absent the day an assignment is due, let me know and make arrangements to turn your work in early. Being absent (sickness, car trouble, field trips, etc.) is not a valid reason for not turning in writing assignments. If you send your assignment to class with someone else, make sure they are dependable! Your friend turning in an assignment late is the same as you doing it.

Writing in the Computer Room

Class is in session whether or not the instructor is speaking. You are expected to work from the time class begins until the period is over. Disruptive behavior is not tolerated.

Attendance

You are entitled to attend all class meetings. As a college student and an adult, I expect you to be on time. In addition, not being in class is not a valid reason for not having homework to turn in. If you miss a class, see a classmate about assignments or come see me. It's your responsibility.

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Grading Criteria

A = Superior

- Paper meets or exceeds all the objectives of the assignment
- Content is mature, thorough, and well-suited for the audience
- Style is clear, accurate, and forceful
- Organization and format make the information understandable, accessible, and attractive
- Mechanics and grammar are correct

B = Good

- Paper meets the objectives of the assignment
- Style needs improvement
- Grammar, format, or content contains errors
- Content may be correct but is superficial

C = Competent

- Paper needs significant improvement in concept, details, development
- Organization, grammar, and format need improvement
- Content may be correct but is superficial

D = Marginally acceptable

- Paper meets some of the objectives but ignores others
- Content is inadequately developed
- Content contains numerous organizational, format, or grammar errors

F = Unacceptable

- Paper does not have enough information and does not meet requirements
- Content contains numerous organizational, format, or grammar errors

Tips for earning an A or B

- Attend class and complete daily work
- Include sufficient details and pay attention to organization and format
- **Ask for help if you don't understand something!**

Plagiarism

A paper which has been plagiarized (copied or paraphrased from another source) **will automatically receive a grade of ZERO.** You are expected to do your own writing and may not use other sources unless required by the instructor.

Technical Writing Basics

Regardless of the type of document you may write, some factors are basic to technical writing; purpose, audience, topic headings, lists, and visuals are just a few. They are, however, probably the most widely used. As with any "basic," their use may change from document to document, but their importance should not be underestimated.

Purpose

Purpose determines *what* you write--it also determines *who* you are writing to. For each example listed below, make a short list of *what* you would be required to write as well as *who* you would write to.

Resume

Accident Report

Formal Proposal

Memorandum

Instructions

Technical description

Audience Analysis

Technical writers write to a specific audience for a specific purpose. You must know *who* you are writing for before you can know *what* you must say and *how* you must say it. In addition, different audiences have different needs; therefore, *you must consider those needs when writing!*

Shown below are three different types of readers discussed in three different textbooks by three different sets of authors. While the authors vary in the way they analyze their readers, *they all take them into serious consideration.* ***So should you !***

Elements of Technical Writing, by Thomas E. Pearsall, Allyn & Bacon, 1997.

Laypersons
Executives
Technicians
Experts
Combined

Communicating Technical Information: A Guide for the Electronic Age, Second edition, by Pattow & Wresch, Prentice-Hall, 1998.

Experts
Technicians
Executives
Novices
Mixed audience

Technical Writing: A Reader-Centered Approach, second edition, by Paul V. Anderson, Harcourt Brace, 1995.

Decision-makers
Advisers
Implementers
Phantom readers
Future readers

Assignment: Choose one of the three methods of analyzing audience listed above. For each reader, *define what you think is most important* in a technical document for that reader.

Topic Headings

Headings help call attention to information you want readers to see. By using headings, you show readers how you've organized the information you are presenting. Using them also helps readers decide whether or not to read that particular section of your document.

As a writer, you can use headings to help you organize information you need to present. By doing so, you have a rough "outline" of what you need to cover in your document.

The size of your headings also helps readers--use the largest heading for a major topic, and use smaller headings for minor topics or subtopics. Shown below are different levels of headings. Font and type size may vary, according to your needs. ***However, headings should always appear in boldface type !***

Accessibility:
Headings also allow you to present information in chunks--that helps make reading less intimidating, especially in long documents. When technical writers discuss headings, they talk about the "levels." Look at the examples below and compare their differences.

Levels of Headings:

LEVEL 1 HEADING
Typically reserved for chapter titles--or, sometimes, titles on report cover pages. This Level 1 Heading is in Universal, all caps, 16 point, bold.

Level 2 Heading
Subtopics may appear as slightly smaller--in the same font--but may be distinguished by upper and lower case letters. This heading is Universial, upper/lower case, 14 point, bold.

Level 3 Heading
Most documents written in Tech Writing II will only require two levels of headings. However, should three levels be necessary, a Level 3 Heading can appear in a different font and still smaller size. This Level 3 Heading is in Times New Roman, upper/lower case, 13 point, bold.

Level 4 Heading. In some cases, a fourth level of heading may be needed. This Level 4 Heading is an option. Notice its location.

Consistency:

Fonts and type sizes for headings may change. Many times, it's a matter of personal preference. For instance, most of the headings in this study guide begin on the left margin. However, they could just as well be centered. *Regardless of style,* the important thing to remember is ***consistency.***

All Level 1 headings, for instance, should be the same font, type size, and have the same location. If your headings are not consistent, you may confuse readers. Yet another variation is underlining--it's optional. If you use it, however, use it throughout the document.

Fonts

You should experiment with the different fonts (if they're available) in software programs. Word processing programs such as WordPerfect, Microsoft Works, Microsoft Word, and others offer choices. Look at some of the fonts shown below and compare their similarities and differences.

Arial, 12 point (similar to Helv or Universal)
`Courier New, 12 point (similar to Courier)`
Times New Roman, 12 point (similar to Times Roman)

The above fonts were on Microsoft Word 3.0. Other fonts such as *Universal, Courier, Times, Times Roman,* and *Helvetica* are fairly common and acceptable. Different programs call their fonts by different names. *You should avoid script or ornate fonts which are difficult to read if more than a line or two is used*

CALVIN & HOBBES

WHAT DOES IT MEAN WHEN SOMEONE SAYS TO "GIVE IT THE OL' COLLEGE TRY"?
IT MEANS YOU JOIN YOUR FRIENDS, GET SOME CHEAP BEER, ORDER A PIZZA, AND FORGET ABOUT TOMORROW.
THAT'S NOT WHAT IT MEANS!
WHERE DID YOU GO TO COLLEGE?
NEVER MIND.

Using Lists

One of the differences between composition classes and technical writing is the use of lists. In most composition courses, teachers emphasize writing in complete sentences and combining them into paragraphs. ***However,*** in technical writing, the goal of writing is to be concise and avoid any wordiness. Using "bullets" allows writers to present information in a very accessible manner which eliminates unnecessary words. Bullets also allow writers to list items without commenting on their importance. Numbered lists, on the other hand, may imply an order of importance.

Compare the paragraph below with the same information presented in list form. Which is easier to read?

During the course of this semester, students in Technical Writing II will write three major assignments and three minor writing assignments. They consist of a resume and letter of application. Following that, students will write a problem-solving report (sometimes called a "feasibility report"), followed by the Mini-Business Plan assignment.. Minor assignments include writing a letter of complaint and a process analysis

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Students in Technical Writing II will complete the following major assignments:

- Resume and Letter of Application
- Problem-Solving Report (feasibility report)
- Mini-Business Plan

Minor writing assignments include:

- Letter of Complaint
- Process Analysis

Students in Technical Writing II will complete the following assignments:

1. Resume and Letter of Application
2. Problem-Solving Report
3. Mini-Business Plan
4. Letter of Complaint
5. Process Analysis

Either one of the list forms above should be easier to retrieve information from than the brief paragraph which precedes them. *What do you think?*

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Parallelism in Lists

When writing lists, it's important to keep the items "parallel." In other words, if the first word in a list begins with a verb, all items in the list should begin with a verb.

Faulty parallelism	**Corrected parallelism**
Reduce amount of labor required	Reduce amount of labor required
To increase production	Increase production
Finishing in the top three percent statewide	Finish in the top three percent statewide

In the space below the line, prepare three lists using parallel forms. In the first list begin with an action word; in the second list begin with a descriptive word; in the third list begin with a noun (person, place, thing or idea).

Visuals

Visuals you include in your documents do not have to be extremely complicated! While some word processing programs have the capability of producing graphs in color, most printers on campus *are not* color printers. Therefore, the "color" becomes shades of gray and black--which is difficult to read.

3-step process for presenting visuals:

- Introduce the visual in the text preceding your figure or table.
- Present the visual--preferably on the same page with the introduction.
- Comment on importance of the visual--explain to readers the importance of what you've just presented.

Other guidelines for visuals:

- Visuals should be *surrounded by text*--not allowed to "hang" at the bottom of a page, or on a page by themselves.
- If possible, place visual as close to the text where it's mentioned.
- If you're using a program which allows you to "wrap" text around a visual, make sure the visual is titled.
- Allow sufficient "white space" around a visual to help it stand out from the text.
  (three blank lines above and below should be sufficient)
- Label and title all visuals--see your textbook (or the following examples) for placement
- Note any sources used for compiling numbers and information.
- Try to avoid putting too much information in a chart or graph.

Table 1. Calendar for Interns

April 29, 1998	Students attend 7 1/2 week classes at OSU-Okmulgee
June 19, 1998	Campus instruction ends
June 23, 1998	Students begin internships at dealership
August 21, 1998	Internship ends, students return to campus

The above visual was created using only "line" commands and the tab key. Don't make things complicated if it's not necessary.

A figure, such as the one shown below, was created using the border menu. When creating such a visual, make sure to allow space above and below the figure *before creating the visual,* so you can add text later.

	Sponsor	Student
Uniforms	---0---	$ 125.00
Tools	---0---	$1250.00
Scholarships	$1250.00	$ 250.00
Travel	---0---	$ 500.00
Books	$ 250.00	$ 250.00
Total Cost	**$1500.00**	**$2375.00**

Figure 1. Cost for Sponsors and Interns

As the chart above shows, students enrolled in internship programs have a larger investment in their education than the dealerships who sponsor them. This not only motivates students to succeed, but ensures that a sponsoring dealership will not be given any less than what they paid for--an important part of the internship program at OSU-Okmulgee.

Some technical writing projects such as instructions or process analyses require warnings or cautions. You may decide to "box" such a warning to make it more visible--all a part of making your information more accessible.

WARNING! Before servicing the control unit, make sure the power source is disconnected. Failure to do so can result in serious injury or death from electrocution.

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Persuasive Strategies

Emphasize benefits for your readers

Remember that you're trying to convince someone that ***you*** are able to help them solve a problem. Showing how you can help should help them look more favorably at your ideas.

Address your readers' concerns and counterarguments

Write *to* your audience and discuss what they are concerned about. Avoid causing negative reactions to your solution by answering questions and arguments they may have about your proposal. ***Try to anticipate what your reader will ask about your solution and present an answer in advance.***

Show sound reasoning

Present sufficient and reliable evidence to support the claims you are making. In addition, do not assume your reader will automatically accept the reasons you give for presenting your solution. Use specific information and do not assume that your audience knows everything you do.

Organize to create a favorable response

Use direct organization. Go straight to the point. Then, present your evidence and information related to it. ***Use this method when you expect your audience to react favorably, or at least objectively, to what you are proposing.***

Use indirect organization. Postpone your "bottom line" statement until after you have presented your evidence and information. ***Use this method if you are conveying bad news to your audience or if you expect a negative or biased reaction.***

Create an effective role for yourself

Your proposal should be written in a formal tone--regardless of your familiarity with the audience.

Present yourself as a credible person. Mention your qualifications and show your familiarity with the problem by presenting a knowledgeable background of the problem and understanding of the factors involved in the situation.

Present yourself as nonthreatening. Remember that you are trying to help your audience solve a problem. Show that you understand them and maintain a positive attitude toward the problem and solution.

Source: *Technical Writing: A Reader-Centered Approach.* Third edition. Harcourt Brace College Publishers. Paul V. Anderson, 1995.

Revising & Editing

Revising for Passive Voice

When you begin to revise your technical documents, one of the first things you should look for is *passive voice*. Passive voice is a part of English grammar--it is not an evil, nor is it improper to use it. Some technical writers believe that passive voice should be avoided at all costs. Not so. There are specific times and places where using passive voice is desirable. The most important thing, though, is to be able to recognize it and know how to use it wisely.

Use of passive voice should be just another tool to help you express yourself!

Recognizing Passive Voice

Verbs in passive voice can be identified by their form--a past participle (words that end in -d, -ed, -n, -en, *or* -t) plus a form of the *be* verb (be, am, is, are, was, were, being, been). Listed below are some examples of passive voice; see if you recognize something you might see in your own writing:

The house *was painted* by the children.

The coolant pumps *were destroyed* by a power surge.

The infield fly *was caught* by the second baseman.

Julia *was successful* in her first attempt at passing the driving test.

The lunch *is provided* by the faculty and staff.

Differences Between Active Voice and Passive Voice

Compare the sentences below--notice how different they *sound* when read--also notice how they stress different things.

Labor costs for this project were underestimated. (Passive)
I underestimated labor costs for this project. (Active)

The embezzlement was discovered in a routine audit. (Passive)
Auditors discovered embezzled funds during a routine audit. (Active)

Mr. Smith was taken immediately to the emergency room. (Passive)
Paramedics took Mr. Smith to the emergency room. (Active)

Eliminating Passive Voice

Eliminating passive voice is another way to make your sentences more concise. In some cases, passive voice also makes sentences longer. And, as a rule, passive voice makes your sentences appear to be "beating around the bush." For example:

Passive

A mistake was made in your shipment. (What kind of mistake? Who made it?)
It was decided not to rehire you. (Who decided? "It"?)
A layoff is recommended. (Who recommended it? Why?)
An offer will be made next week on the building. (Who will make the offer?)
Your report on the new employees has been lost. (Who lost it?)

Active

The phone clerk made a mistake in your shipment.
The manager decided not to rehire you.
The board of directors recommends a layoff.
Two companies will make offers next week on the building.
I lost your report on the new employees.

When to Use the Passive Voice

When you want to emphasize the receiver, events, or results of an action.

Statistical analysis was performed by the researchers.
The managers were honored by their employees.

When you want to avoid assigning responsibility or do not want to reveal a source.

The blueprints were incorrectly drawn.
A decision was reached by the fund-raising committee.
It is reported that a scandal is brewing in the House of Representatives

When you want to avoid the "first person."

Samplings of chlorine were taken at three locations.
The essay was written late Sunday evening.

When the "doer" of the action is unknown or unimportant.

The bank was broken into last night.
The holes were patched and sanded, the walls were primed, and the ceiling was painted.

When you want to be tactful or not place blame.

Your phone bill has not been paid.
This design has not been seen as an acceptable alternative.

Using Action Words

When revising, replace vague or weak words like "is to" with specific words. For instance, replace *The purpose of this proposal* ***is to . . .*** with *This proposal* ***outlines*** *how . . .*

Look at the action words listed below and see if you can use them in *your writing.* Obviously, there are many other action words you can use. These are just examples.

accomplish	establish	organize
achieve	guide	plan
advise	help	prepare
analyze	implement	produce
assess	improve	promote
assist	increase	raise
build	initiate	recommend
conduct	install	reduce
construct	ensure (insure)	reestablish
control	lead	serve
coordinate	maintain	supervise
create	manage	support
develop	monitor	target
direct	negotiate	train
educate	operate	use

Source: *Technical Writing: Process and Product,* second edition, Prentice-Hall, Gerson & Gerson, 1997.

Revise the following sentences and replace weak or vague words with action words.

1. You could tell customers were getting upset over the wait.

2. I think we should talk to the manager about an extended vacation.

3. This idea should get done what we want to do.

4. The proposal should make things better and get others to help sell the idea.

5. Let the technician know what you want to do and he can put it in.

6. In order to avoid vague writing, you should use words that try to say something.

Revising for Wordiness

Phrases such as *there are, there is, there were, it is,* and *it was* take up a lot of room in your writing and don't really say anything. Empty words only serve to start a sentence--so they serve no real purpose and not only have no meaning but delays getting to the subject. That means it takes the reader of your writing longer to figure out what you're trying to say, something that is may not be desireable. Look at the following examples and notice how the empty words take up space.

There are seven students in this class who are regularly late.
(Notice how much space is taken up before we get to the "point" of the sentence).
Seven students are regularly late.

It is a fact that the government hires more people in the U.S. than anyone else.
(*It is* begins the wordy construction that should be deleted).
The government hires more people than anyone else in the U.S.

The head of the department said that there were 17% more students this semester.
(*There were* falls in the middle, but still helps create a wordy sentence).
Enrollment is up 17% according to the head of the department.

More students enrolled *due to the fact that* several Tulsa companies had layoffs.
(*due to the fact that* can be replaced with *because)*
More students enrolled *because* several Tulsa companies had layoffs.

The phone call from Publisher's Clearinghouse was *an unexpected surprise.*
(aren't all suprises unexpected?)
The phone call from Publisher's Clearinghouse was *a surprise.*

The coach was *surrounded on all sides* by screaming spectators.
(*surrounded* implies "all sides" anyway--why repeat yourself?)
The coach was *surrounded* by screaming spectators.

My personal opinion is that we should leave early.
(Aren't all opinions "personal"?)
I think we should leave early.

A player *who had experience at* beach volleyball could earn a lot of money.
(Rearrange the word order to shorten this sentence.)
An experienced beach volleyball player could earn a lot of money.

Economics *is a subject that* does not interest me at all.
(These words are not necessary.)
Economics does not interest me at all.

Revising for Nominalizations

Nominalizations are nouns and adjectives formed from verbs. As a rule, they tend to weaken your writing by making it wordy and awkward. *Remember that you do not have to try and sound important by using long words.* If your writing is clear, concise, and brief, you will impress more than if you send people looking for a dictionary to "translate" your writing!

Nominalizations are words which *usually* end with the suffixes *-ion, -ity, -ment, -ness, -ance.* Exceptions do exist. For instance, *analysis* can be a nominalization of the verb *analyze.*

NOTE: Eliminate nominalizations only to reduce wordiness. Do not eliminate them if they will change the meaning! If your writing requires a nominalization, use it.

Look at the following list and notice how the verb has changed into a nominalized word.

Verb	Nominalization
decide	decision
maintain	maintenance
accomplish	accomplishment
contribute	contribution
utilize	utilization
clean	cleanliness
require	requirement
object	objection
investigate	investigation
assure	assurance
renovate	renovation

Circle the nominalizations in the following sentences and write their original verb form.

- The insurance company does not require submission of claims by beneficiaries.
- The police conducted a follow-up investigation in the telephone fraud case.
- After the bomb squad left, a detailed inspection of the premises began.
- Late breaking developments occurred after the reporters left the crime scene.
- When the board of directors adjourned, several decisions had been made.

Commonly Confused Words

When you write, you must be careful to use the correct word. If you do not, people may misunderstand what you or saying. Look at the following list and note that many of this words will not be noticed by the spell-check function on a commuter. Make a metal note of those words and try to use them correctly in you're writing.

a, an
angle, angel
adapt, adopt, adept
ally, alley
assent, ascent, accent
board, bored
by, buy
censor, censure, sensor, censer
clothes, cloths
council, counsel
do, due
currant, current
device, devise
elude, allude
farther, further
fourth, forth
gorilla, guerrilla
heard, herd
hole, whole
incite, insight
know, no, now
loose, lose
moral, morale
passed, past
pedal, peddle
perspective, prospective
perform, preform
proceed, precede
quiet, quite
right, write, rite
sense, since, cents
suit, suite
two, to, too
very, vary
wear, ware
which, witch
you're, your

aisle, isle
access, excess
advise, advice
all ready, already
bare, bear
breath, breathe
capital, capitol
cite, sight, site
coarse, course
custom, costume
dual, duel
decent, descent
die, dye
envelop, envelope
feel, fill
flair, flare
have, of
heroin, heroine
hysterical, historical
it's, its
later, latter
manner, manor
naval, navel
piece, peace
personal, personnel
plain, plane
presents, presence
prophecy, prophesy
raise, raze
road, rode
shown, shone
than, then
their, there, they're
waist, waste
were, where, we're
who's, whose
ensure, insure

altar, alter
accept, except
affect, effect
are, or, our
berth, birth
brake, break
casual, causal
choose, chose
complement, compliment
dairy, diary
conscious, conscience
dessert, desert
does, dose
fair, fare
formally, formerly
forward, foreword
hear, here
hoarse, horse
illusion, allusion
knew, new
led, lead
meat, meet
pair, pare, pear
patients, patience
persecute, prosecute
pray, prey
principle, principal
prosperity, posterity
rain, rein, reign
scene, seen
sole, soul
track, tract
threw, through
weak, week
weather, whether, wether
woman, women
baron, barren

Editing Exercise:

Edit the following paragraphs. Circle the errors and write in the correct word.

When my sister enrolled at OSU-Okmulgee, she knew that going to school their would be quite different from high school. She had taken her ACT tests in the spring and had done quite well. Her scores were higher then most of her friends'; however, our older brother had come to school here also and hadn't past the Basic Composition coarse. When that happened, it was a big blow to his moral. Failing the class had a big affect on him and he began to study a lot more--even on weekends. Eventually, his grades got better. He went to see a tutor at the Library and even used the grammar checker in the Skills Center. After retaking the course, he new that he would do better the following semester

The moral of the personnel where I work is excellent. The employees take a personnel interest in they're work and there jobs. As a result, most of the people I work with are happy to be here. No matter what's going on or whose on the job, the work always gets done. Are supervisor is quiet efficient and always helps us get threw the difficult parts of the day when were so busy. In addition to being content with are jobs, the company allows us to invest in they're profit sharing plan. We're quite confident that we will not loose our money if the stock market goes down. All ready this year, we've made a 7% return on our investment. Their is no question that this is the write job for me.

On my way to work, a 18-wheeler went flying by me. As he did, a peace of gravel flew up and hit my windshield. I slammed on my breaks, but then realized they're was no emergency. The gravel just made a little crack on the side of the windshield. Its really not noticeable. When I finally got to work, I parked were I usually do. There were not to many people there because several people had the flu. Looking closer at my windshield, I noticed that their were two other cracks that I had not noticed. In fact, the very corner of my windshield had a loose peace that was almost ready to fall out. If it dose, I will have to get it fixed before winter.

Editing Exercise:

Edit the following paragraphs. Circle the errors and write in the correct word.

When I first enrolled at OSU-Okmulgee, I didn't now what kind of classes to take. One of my friends had gone threw the Air Conditioning program and really liked it. But, my new roommate in the dorm said that Auto Body was better because the coarses were a lot more fun and you cold work on you're own car or truck in classes. After taking General Education courses for one semester, I decided that I'd better get busy and chose a major because I didn't want to take any more Gen Ed courses! Finely, one of my teachers gave me some advise which made some since. He told me that I should of thought this out before I got here. But sense I didn't I should just follow my instincts and due what I felt like. He said I could all ways retrain for another field if it turned out I didn't like what I was doing in tin years.

Now its my forth semester and I'm enrolled in Shoe, Boot, and Saddle. My parents didn't want to here that because they thought I should get a high-tech kind of job. My dad said they're were to many people out there now making boots and saddles. In addition, he said I should of thought things out a lot more. After he called me stubborn for doing this, I told him not to take it personnel. Doing what I want is good for my moral, and I enjoy the work. The work is also good for a person's piece of mind--working with your hands is very satisfying.

Some of the people in the program with me or older people. One guy is older then my dad. That sort of surprises me. I thought when a person got that old they couldn't learn anything. Boy, was I wrong. The work this guy dose is really excellent and he's always behind because he spends lots of time making sure things are write. He always gets lots of complements on his work and it's usually the fanciest stuff in the shop. You never know weather its for him or someone ordered it. His skills are way past most of the other students and he's all ready had two job offers from boot and saddlemakers in Colorado. All in all, I'm glad I chose this major because I've met a lot of neat people who feel like me--high tech isn't everything its cracked up to be. Sometimes, you need too get back too the basics!

Editing Exercise

Correct the sentence structure errors in the paragraphs below.

As part of the enrollment process, each new student is issued a photo identification card, this card is used to establish the student's identity at *OSU-Okmulgee and authorizes access to* certain campus facilities and services the card should be carried by the student at all times for identification, there is no charge for the first card, however, a nominal fee is charged for lost or stolen cards.

OSU-Okmulgee operates a contract postal station located next to the Bookstore in the Student Union, students receive mail on campus either through a campus post office box, general delivery, or a residence hall box. Campus Post Office boxes can be rented for a nominal charge per semester. General delivery mail must be called for at the Post Office window students living in Twin Towers and Lackey Hall receive their mail in the Residence Halls.

The main function of the Student Life Department is to enhance the educational experience of OSU-Okmulgee students the Student Life Department provides a wide range of activities to students during their out of class time, all activities are provided at no cost to students Student Life also works closely with student organizations and serves as an advisor to these organizations, another function of Student Life is to provide and coordinate campus Wellness programs and activities for students and employees of OSU-Okmulgee through the campus wellness programs, OSU-Okmulgee students are encouraged and taught how to make the most of themselves physically and socially.

Covelle Hall houses a gymnasium, weight room, recreational equipment room, showers, sauna, and an auditorium students with a current ID are eligible to use the facilities or check out equipment. The gamefield-jogging course, located on the southeast edge of campus, is a self-guided exercise course which provides a total conditioning routine, it consists of 20 exercise stations on an 1/8 mile track, surrounded by a 1/4 mile track.

Editing Exercise

Edit the following paragraphs. Correct *sentence structure* and eliminate *wordiness*. In some cases, you may need to add specific information to make the information more *concise* (changes will vary from one writer to the next).

After I had got to school here for awhile, I started going to the weight room. Mostly in the evenings. At first, the machines didn't make too much sense and it seemed like I wasn't getting anywhere. Because all I did was get sore. Then, I started reading the wall charts and talking to more experienced weight lifters. From what they said, it would take awhile to see some gains. I thought the idea was to lift as much as possible but that isn't the way it works, the idea is to start out slow and use lots of reps with lighter weights, later you can change what you do. Then, as your muscles develop tone, you can move into heavier weights. It takes some time to start noticing your muscles getting larger due to the fact that the muscle has to be torn down before it can begin building new tissue.

It is a well known fact that not everyone can put on muscle at the same rate. Some guys seem to just get huge chests and huge biceps. Often looking like bodybuilders you see on ESPN. On the other hand, is seems no matter what I do I can't put on weight I tried taking a weight gain supplement but all it did was give me a big belly and then I had to do lots of exercises to work off the extra weight that was not how I planned for it to work out! Some people are not aware of the fact that many of the supplements that there are are not really any good. Some are just some vitamins and proteins that you should get anyway if you eat three meals a day. And, in today's society, there are plenty of people wanting to sell you something, some products go so far as to make big promises.

Using Transitions

Transitions are used in your writing to make it "flow" better. By using them, you avoid the stop-and-go sensation you get when they are not present. Using transitions also shows that you have clearly thought out your writing process and topic; in addition, when you have clearly expressed your ideas, *transitions show your readers how your ideas are connected.*

Anytime a transition appears as the first word in a sentence, it must be followed by a comma; at the end of a sentence, it must have a comma preceding it. However, when a transition is used anywhere else in a sentence, it must have punctuation *before and after* it.

However, the class was already full and I couldn't enroll.
The class, **however,** was already full and I couldn't enroll.
The class was, **however,** already full and I couldn't enroll.
The class was already full, **however,** and I couldn't enroll.
The class was already full and I couldn't enroll, **however.**

Notice also how different content requires different transitions.

The teacher worked her way through college. **Consequently,** she was very conservative with her money.

The teacher worked her way through college. **Therefore,** she had to give up many social activities.

The teacher worked her way through college. **Likewise,** her brother also had a job while he was in school.

The teacher worked her way through college. **However,** she never had a full-time job until after graduation.

The teacher worked her way through college. **Specifically,** she worked as a waitress, a cashier, and as a tutor.

The teacher worked her way through college. **At the same time,** she was enrolled in fifteen credit hours.

Commonly Used Transitions

Indicating Result:	apparently, consequently, for this (that) reason, accordingly, therefore, thus, hence
Indicating Purpose:	for this purpose, in order to do this, to this end, with this in mind, with this in view
Indicating Place:	beyond, here, nearby, opposite, there, to the left (right)
Indicating Concession:	at any rate, at least
Indicating Examples:	for example, for instance, to illustrate
Indicating Emphasis:	above all, certainly, indeed, in fact, in short, in truth, really, obviously, of course
Indicating End:	in conclusion, on the whole, to summarize
Indicating Similarity:	likewise, similarly
Indicating Addition:	again, also, besides, equally important, finally, first, second, etc., further, furthermore, in addition, in the first place, moreover, next, then, too
Indicating Details	especially, to enumerate, in particular, namely, specifically
Indicating Contrast:	however, in contrast, in spite of, nevertheless, notwithstanding, on the contrary, on the other hand, still
Indicating Time:	afterward, earlier, at the same time, in the meantime, later, meanwhile, simultaneously, soon, then

Adding Transitions to Your Writing

The following paragraphs need editing. Add transitions to make them more "readable." There may be more than one way to add transitions here, so use your best judgment.

When I first went back to college, I was afraid that I might not succeed. I had just been laid off and was not working. I thought I was smart enough. But school scared me. The idea of writing essays and reading and studying all the time was intimidating. I was also afraid that I would not fit in with the rest of the students. When I first began taking classes, I discovered that there were lots of people my age who were also unemployed and going back to school after several years of working steady. This made me feel more comfortable. I still had all those essay tests and all that reading to think about. I later learned that there was not so much to be afraid of. I made my "eight hour day" consist of reading and writing. I also used my "work time" to complete assignments which I could complete in the student union while drinking coffee. My teachers gave me a lot of help and encouragement. They said that I could succeed if I put my mind to it. School was not so scary after all. I began to believe that I could succeed.

When the first trimester was over, I had all A's and B's. I thought there was some luck involved. My teachers said it was because I worked hard. I didn't really believe them and thought maybe they felt sorry for me or something like that. Talking to other students made me believe that they did not feel sorry for me. They said that if I got good grades it was because I did the kind of work the teachers expected. I was relieved. My advisor helped me pre-enroll for the following semester and assured me that I could do equally well and prove there was no luck involved. I enrolled in fifteen hours, went and bought my books for the courses I was taking and decided that maybe I could do this. The next semester was not over yet, so I decided I should not become over-confident in my abilities.

Sexism in Writing

Critique the following paragraph. On a separate piece of paper, explain what you believe is wrong with the language. Discuss assumptions the writer may have made and explain how they affected the paragraph.

In most classrooms at the elementary school level, teachers have the responsibility of shaping young lives. A teacher's job, however, cannot replace her desire to be a mother. In many cases, teachers regularly take maternity leave so they can bear children and take care of domestic duties they were born to fulfill. Very seldom do businesswomen take the same liberties with a job, mainly because of the constant pressure to perform their tasks up to the level that most managers and supervisors do.

Rewrite the following sentences, eliminating gender references.

1. Most secretaries cannot separate their job from motherhood.
2. Stewardesses are almost always single, under 25 years of age, and looking for a husband.
3. Businessmen typically spend their afternoons locating new clients.
4. The manager, a tall, blonde, was extremely rude to the customers.
5. Most nurses are very motherly and caring to their patients.
6. The landlord where I live is an old crab.
7. The police force in our town is a tightly-knit group. Of all the policemen, only one was born outside the county.
8. The doctor's bedside manner was very pleasing. His patients rarely complained of him being rude or ill-mannered.
9. Each worker must bring his or her identification badge to personnel tomorrow.
10. Many college students are in school only to find a husband.

Improving Your Speling

Having chosen English as the preferred language in the EEC, the European Parliament commissioned a feasibility study to identify potential improvements in communications between government departments. European officials have often pointed out that English spelling is unnecessarily difficult--for example, cough, plough, rough, through, and thorough. What is clearly needed is a phased program of changes to iron out these anomalies. The program would, of course, be administered by a committee of top-level staff from participating nations.

In the first year, for example, the committee would suggest using "s" instead of the soft "c." Sertainly, sivil servants in all sities would resieve this news with joy. Then the hard "c" could be replased by "k" sinse both letters are pronounced alike. Not only would this klear up konfusion in the minds of klerikal workers, but typewriters kould be made with one less letter.

There would be growing enthusiasm when, in the sekond year, it kould be announsed that the troublesome "ph" would henseforth be written "f." This would make words like "fotograf" twenty persent shorter in print. In the third year, publik akseptanse of the new spelling kan be expekted to reash the stage where more komplikated shanges are possible. Governments would enkourage the removal of double letters, which have always been a deterent to akurate speling.

We would al agre that the horible mes of silent "e" in the language is disgrasful. Therefor we kould drop thes and kontinu to read and writ as though nothing had hapend. By this tim it would be four years sins the skem began and people would be reseptiv to steps sutsh as replasing "th" by "z." Perhaps zen ze funktion of "w" kould be taken on by "v," vitsh is, after al, half a "w." Shortly after zis, ze unesesary "o" kould be dropd from words kontaining "ou." Similar arguments vud of kors be aplid to ozer kombinations of leters.

Kontinuing zis proses yer after yer, ve vud eventuli hav a reli sensible ritenstyl. After tventi yers zer vud be no mor trubls or difikultis and evrivun vud fin it ezi tu understand ech ozer. Ze drems of ze guvermnt vud finali hav kum tru.

Editing Exercise

Revise the following paragraphs and eliminate the wordiness.

The purpose of this proposal is to outline a modified version of Basic Composition (ENGL 1103) which should enhance the writing skills of technical students at OSU-Okmulgee. The sole purpose of the Communications faculty seems to be, in this case, to provide top-notch quality training in technical writing. As part of that training, the Communications faculty need to provide instruction that is relevant, functional, and at least somewhat worthwhile. This relevant and functional training would have a great benefit for the technical students who attend classes here at OSU-Okmulgee.

The reason for the modification of ENGL 1103 is not to replace Technical Writing (ENGL 2333) or otherwise minimize the importance of Freshman Composition I and II. Rather, the changes that are being proposed are designed to further teach students the basics of technical writing, assuming that their program does not require technical writing. For those students whose programs do not require further writing instruction, the proposed class offers instruction in the fundamentals of technical writing which students may need later in their careers as technicians or various sorts as well as managers, supervisors, or potential business owners.

At this point in time, well qualified technicians cannot further advance their technical careers by depending only on mechanical skills. The introduction to basic technical writing skills which they are able to obtain on this campus should be taken into consideration when planning classes for them because the proposed course may be the only contact they have with the aforementioned subject matter. Therefore, what the instructor provides must be relevant and usable. Using subject matter from their disciplines, students will be allowed to take the technical writing subject matter and form a communication using the variety of assignments in the proposed class. All in all, it is a well known fact that students do better writing when it is something that they are interested in. In today's society it does not make sense to do busywork which does not have a purpose.

BEST COPY AVAILABLE

Editing Exercise

Revise the following paragraphs and eliminate the wordiness.

The purpose of this essay is to make the student aware of issues which have an effect on our everyday lives. In today's society, there are many political issues to consider before voting. For instance, there is the concealed gun law which allows each and every citizen to carry a concealed weapon. At this point in time, I do not believe this is a good idea. With all the drive-by shootings and gang warfare already taking place, who needs more guns on the street? It is a well-known fact that guns do not kill people; people kill people. At least that's true in the majority of cases.

Another important issue to consider before voting is casino gambling. In an in-depth analysis of states with casino gambling, it was found that crimes involving loss of property and loss of life were higher. Before voters approve casino gambling, they should be aware of the fact that gambling also brings other types of crime to the area. For example, prostitution seems to flourish around most casinos in Nevada and Atlantic City. Although it is a supposedly "victimless" crime, it is still a crime in most places. Although the intention is to bring some sort of business to the state and, in addition, bring in more tax money to the state treasury, voters are in need of a better explanation of just how all this money will be collected and spent by the state government in the capital.

A final issue to consider when making a determination about how to vote is the number of toll roads in the state. I mean, just how many of these things do we need? Before someone votes for a new toll road, they should read the results of the follow-up investigation made by the Against More Toll Roads group (AMTR). They studied all the current toll roads in the state and reached a conclusion that may surprise voters. They discovered that most of the roads were paid for years ago and the Department of Transportation, in reality, has a surplus of money in their treasury to take care of the roads. Hey, I mean, get a life, voters! Be aware of what's going on around you.

Editing Exercise

Find as many errors as possible. You may find any kind of errors--spelling, confused words, typos, format, subject-verb agreement, wordy sentences, fragments, comma splices, and run-ons.

INTRODUCTION

This short test is designed too see if you can spot many of teh diffrunt kinds of errors we have studied this emester. When you begin, look at the obvious kinds of errors that most poeple notice. For instance, does things "look right," or does something look a little "funny?" By this time of the semester you should be able to spot alot of errors for instance can you see some of the commonly confused words like we did in the handout these are the words that are spelled differently but sound alike.

Not knowing the difference between these words can cause readers to misunderstand what you or saying, these kinds of mistakes are easy to forget to look for because spell-check won't catch them. Another kind of error you might check for is comma splices, these are sentences that are joined by a comma. Also fragments and runons. These can be a real problem if you let them get out of hand.

DISCUSSION

Errors you make in you're writing could cause someone to judge you unfairly. For instance, if you were applying for a job and had a messy letter of application and resume, the person who could hire you might think your not a good worker. However, you might be the bset mechanic there is and you would not get the job because you didn't do to well with your writing. Just think of all the people and all the jobs they could of had. If they had taken more time to write a decent letter and resume.

When I and my wife first come to OSU-Okmulgee, we both thought we was pretty good at writing and we were. But now that I know how many things can go wrong thanks to my teacher He showed me alot of things that can make me a even better writer than what I am. I'm

alot more careful about checking my writing before I hand it in too my teacher. My grades are better then they used to be they could still be better. At least my writing is better. I even got a A on a psychology assignment that I had to write up about dying.

However, in one of my construction technology classes, a representative from a company that was hiring talked to us about communication skills he said that tehy are very inportant to new employees so they will know what to do and know what is expected of them. This is the same thing our teacher had been telling us, but I didn't believe him until I heard this other guy speak it was quite interesting.

Conclusion

Basically, what I'm trying to say is that due to the fact that I'm such a good writer, I really didn't learn much. But, writing can be important if you plan to go to work for a business. They might want you to write report or describe a accident that happened. You can never tell what someone might want you to do therefore you should learn as much as possible while you are still in school because it might be usefull later on in your career. One of my friends had went to see about taking tech writing but I told him it was a waste of time if you can write a letter you dont need to know to much else that will be enough to get you buy in life.

Now that I am about to graduate, I fill that my communication skills (speech and writing) are very inportant. I'm glad I took a speech class hear at OSU-Okmulgee, however I am still not so sure about the writing class. It was alot of work and the teacher was boring and made us write alot of stupid assignments. I don't know why because I am already a good writer and there is not to much I can inprove oh well some times you have to do things in life you dont want too due thats what my dad always told me. Anyway I guess I learned a little in this class. My grades were ok at midterm so I expect I'll get through it.

Internship Report

Timothy Q. Student
CAT dealer prep
Osu-Okmuglee
April 15, 1998

Mahoney Equipment Co.
Slapout, Ok

Introduction

I am currently enrolled in the second tri of the Cat Dealer Prep program my internship agreement is with Mahoney Equipment Co. of Slapout, Ok. Mahoney Equpmnt has 3 diffrnt locations in western Ok one in Slapout, one in Sayre, and one somewhere in the panhandle. While working for Mahoney I was assinged to the engine bay, the parts department and used equipment. The Equipment side of mahony deals with agricultural and roadubilding equipment. Mahony equipment has approx. 65 employs.

Overview of program Organization

Many equipment handels there interns like pros. They accept that they can accomplish the taks they are gi en with with little or no help from there mentor. They are supervised by a mentor that works with them or in the same area as to lend in the perfomance of the jobs assigned, I worked with Robbie Coltrane and Curtis Liskaniz during my last Intern ship. I fell that it was a positive experiance as far as the work in the engine bay was concerned, the overall experience was not all good but not all bad, it had its ups and downs as with any job you apply for.

The older techs looked upon the interns as the future. That new that when they retried we would be taken over there positions and doing there jobs. Thay tried to teach us the safe shortcuts in repairing the machines. Although they new we would be taking over there position someday. They didnt show any resentment to us trying to learn some of the younger techs however tried to make it hard on me. I fell that they are jealous of the chance we have at goin to school for seven week and going on intern for seven weeks. Although these problems existed I beleive it was a good experiance.

Analysis of Tasks and Assignments

While working for Mahony I done several diffrunt things.

I was gave the job of checking the cylender heads for cracks and mounting the exhaust maniforlds onto the new heads. The other things I done included rebuilding the components suck as fan drives and water pumps. I also worked in the engine bay and used equipment bay on my intern. I believe that I compentnly completed the tasks assinged to me. I assisted in the rebuilding of the engine, installing liner packs, the crank shaft as well as watching the engine's oil presure and operating tempture while it was on the dyno. I used many skills learned in school to perform predelivery inspections including checking the tire presure and for damage due to the fact of the shipping process as well as predelivery maintenance which includes checking all functions of the machine for malfunction and touching up the paint.

I spent at least two weeks working on a dump truck on this machine I was assigned several jobs, the interior of the cab was completely redone I replaced all of the liners and seat, some stuff on the dash and new air vents. During my internship I also learned how to assemble and install angle bulldozer blades on D6Rs. After being shone this procedcure only once I was then able to preform this procedure on my own, out of all the work I done this semester, This was the most gratifying.

Goals and Objectives

I really did not now what to expect when I began my intern at Mahoney Equipment. I didn't have any goals or objections either. The main thing I wanted to to I did and that was too make friends with everyone in the shop and gain there respect and trust. Also I was hoping that I would get too go out into the field with the service truck, because I have all ways been interested

in that kind of work. However, my boss said that would come with time, he did not want me getting hurt or maybe getting someone else hurt.

Conclusion

Overall I feel as though my intern was a good experience even though I had a few runins with my boss. I had a lot of positive learning experiences. I experieneed some good times and some bad times, this was not the first time I had worked for this company. I had worked for the the summer before but it was quit different. Their were some skills that I learned that I was not counting on it seemed as if I was constantly working with hydraulics, so I did learn some about this but I feel like more time in the classroom would of helped me somewhat. As each semester roles by I am able to use my skills from the classroom and appply them to the shop were I work. When I return, I have time to thank about what I done during the intern and what could be done different before the next intern. Also, I can talk to my insturctors about what can be changed in the course to help me and others to further prepare us for a career as technicians

Memos, Business Letters & Resumes

MEMO

To: Technical Writing II students
From: Stuart Tichenor ST
Date: April 30, 1998
Subject: Memo format for your reference

Memos should be very straightforward and to the point. Do not waste words. State clearly and explicitly **why** you are sending the memo. In many cases, one or two sentences will be enough. As a rule, memos are usually brief (less than one page), but may range up to as much as three or four pages--in the case of some in-company reports.

Memos are usually sent as reminders--about official company policies, changes in policies, or reminders of important dates and events. In some cases, if there are several reminders, topic headings should be used (see next page).

The final paragraph of your memo should include a "call for action." This states what you want the readers to do with the information you have provided. Again, this is necessary! You should also include a reminder about where, when, and how you may be reached, if necessary.

c: Jane R. Doe
Kenneth Q. Student

MEMO

To: Technical Writing Students
From: Stuart Tichenor ST
Date: July 30, 1998
Subject: Memo format with topic headings and other information

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This memo shows how to add headings to a memo which discusses several different topics.

WRITING ASSIGNMENTS

All of your writing assignments must be typed. We will spend at least one day each week in the classroom. The other day(s) we will spend using computers--either in the GenEd Building or in the Student Learning Center. The word processing software we will most likely use is WordPerfect 6.1, simply because it is available campuswide.

WRITING ON COMPUTERS

You should make backup copies of everything you write! Failure to do so may result in your losing work which may need to be turned in at the end of class. In any computer room, you are expected to work whether the teacher is there or not. Failure to use computer time wisely will result in more lectures!

TEXTBOOK AND STUDY GUIDE

Make sure you bring your textbook and study guide to each class. We will discuss information in the textbook and, occasionally, complete "quizzes" out of the study guide. If you do not have your study guide with you, you will receive a zero for that assignment.

FINAL REMINDER

If you have any questions about anything in this memo or anything concerning your classwork or assignments, please see me after class--or any other time I am not in class. My office hours are posted on the window.

MEMO

To: All employees
From: I.M. Ditz, Quality Control Supervisor IMD
Date: June 1, 1998
Subject: Pipe code specifications

Because of confusion in the quality of pipe used in fabricating heater-treaters and separators we build for the oilfield industry and refineries, the following standards are now in effect. Please read this carefully and make sure all materials meet the following specifications:

- All pipe is to be made of a long hole, surrounded by metal centered around the hole.
- All pipe is to be hollow throughout the entire length.
- All acid-proof pipe is to be made of acid proof metal.
- O.D. of all pipe must exceed the I.D. Otherwise, the hole will be on the outside of the pipe.
- All pipe is to be supplied with nothing in the hole so that water, steam, or other stuff can be put inside at a later date.
- All pipe is to be supplied without rust, as this can be more readily put on at the jobsite.
- All pipe is to be cleaned free of any covering such as mud, tar, barnacles, or any other form of manure before painting. Otherwise, it will make lumps under the paint.
- All pipe over 6" in diameter is to have the words "Large Pipe" painted on it so that the fitter will not use it for small pipe.
- All pipe over 500' in length must have the words "Long Pipe" clearly painted on each end so the fitter will not have to walk the full length to determine if it is a long pipe or not.

Any variations or exceptions to these specifications should be called to the attention of the nearest Quality Control Supervisor immediately.

ABC Tire Company
1234 Elm Street
Knowhere, OK 77701
January 10, 1995

John Doe, Manager
ABC Computer Company
1907 W. 35th Street
Knowhere, OK 77701

Dear Mr. Doe:

Your first paragraph should be an introduction--stating why you are writing the letter. Explain your purpose briefly, but clearly. Business letters should be single-spaced. This letter example uses the "block format"--everything begins at the left margin. When using block format, you must double-space between paragraphs.

Just like an essay, the body follows the introduction. This paragraph (and possibly the next one or two) should clearly explain what you want from your reader. These paragraphs include the details of your message.

Second body paragraph--continues your message and completes what you have to say to your reader.

Conclusion paragraph--This paragraph should sum up what you want from your reader and ask them to take some sort of action. Most likely, this is where you will include where you can be reached (phone number, fax, e-mail) and at what hours. This is your final opportunity to explain what action you want your reader to take.

Sincerely,

Your typed name

enclosure

Letter of Introduction

Assignment: Write a letter introducing yourself to your instructor--use the business letter format handout for a guideline. Maximum 1 page.

As part of your introduction you should include the following:

- **Topic**--tell me *what* you are writing about
- **Purpose**--tell me *why* you are writing to me
- **Plan of development**--tell me *how* you've organized your letter

As part of your letter, you may answer the following questions. It is not necessary to mention all of these.

- What program are you enrolled in?
- What career are you training for?
- What kinds of problems will you solve on the job?
- What kinds of communication skills will you need?
- What kinds of documents will you need to write on the job?
- What are your strengths and weaknesses in communicating?
- What special skills or interests do you have?
- What else should your instructor know that might help him know you?

As part of your conclusion, include the following:

- Tell me what you want me to help you with in your writing--and why
- End on a positive note

I've got some good news and some bad news!

Assignment: Write two letters (one good news, one bad news), single-spaced, block paragraphs, maximum 1 page, ***replying to the letter of inquiry.***

How your audience will react to a memo or letter depends on how you present the information to them. If you know, for instance, that the reader of your technical document may become angry or upset, you will want to "soften the blow." However, if you have good news for your reader, you can present it "up front." By using these strategies, you are using either a **direct approach** or an **indirect approach.**

Direct Approach (Good news)

The following steps are suggested for presenting good news--or information which your reader will not react to negatively.

- Provide the requested information and/or state the policy or good news in question
- Explain how the information affects the reader and how the information relates to the current writing situation.
- Present any negative factors; try to show the motivation for these factors; retain a positive attitude and use positive emphasis, if possible.
- Restate reader benefits briefly; add "goodwill" ending to memo or letter.

Indirect Approach (Bad News)

Present information in the following manner for a bad news memo or letter.

- Establish goodwill. Then present positive aspects of your previous relationship with the reader.
- Present reasons for the negative message. Then, present the message.
- Explain any positive aspects of the situation. Suggest alternatives. Reestablish goodwill with reader, if possible.

Source: *Effective Professional and Technical Writing.* Second edition. Lexington, MA: D.C. Heath & Company. Michael L. Keene, 1993.

Sales Letter

Assignment:
Write a letter to a prospective client or customer. Explain what *your* company has to offer that will fill the needs of *their* company. Refer to the "persuasive strategies" on page 10.

Variation:
If you are enrolled in a program which offers internships, you may write to a dealership trying to sell them the idea of sponsoring students in your particular internship program.

Guidelines:

- Define your audience
- Identify the product or service you are selling
- Explain why this product will help your readers
- Itemize benefits of purchasing this product or service
- Make the reader act!
- Writing style should be *friendly and one-on-one* oriented.
- Don't make claims you can't support (*"You could be our next $10 million dollar winner!"*)

Inquiry Letter

Assignment:
Your job is to find out information for one of your supervisors. He has requested this information from a particular company and wants to compare prices, availability, warranties, and location of the nearest warehouse or distributor.

Guidelines:

- Clearly state the reason for the request
- Ensure confidentiality (if necessary)
- Request specific information (don't make your reader guess what you want!)
- Explain *when* the information is needed
- Ask for a response to your inquiry

Complaint Letter

Assignment:
You recently purchased a product (or paid for a service) which you are unhappy with. Your efforts to handle matters in person have failed and now you need to put a complaint in writing. Clearly state the problem, mention specific details (date of purchase, cost, model number, etc.), and clearly state what action you want the seller/businessperson to take.

Guidelines:

- **Maximum 1 page, single spaced, block paragraphs**
- Identify the problem
- Include specific information which *shows* the problem
- Explain the effect (if applicable) this had
- Identify what you expect to be done
- Include information so you can be reached

Adjustment Letter

Assignment:
In response to the letter of complaint, write and explain to the customer (yourself, in this case) what kind of action you plan on taking because of the complaint.

Variations:
Your response may take one of three forms:

1. 100% "Yes" Letter
2. 100% "No" Letter
3. Partial Adjustment letter

Guidelines:

- **Maximum 1 page, single-spaced, block paragraphs**
- Refer to letter of complaint (include date and problem)
- Use direct/indirect organization, as needed
  (see Good News/Bad News letter)
- Identify what you can/cannot do for the customer--and why
- Include a definite conclusion appropriate for the letter
- Check your textbook for additional guidelines

Letter of Application and Resume

Assignment: Write a letter of application for a job you might reasonably expect to get. Assume that a specific opening exists and that your reader knows little or nothing about you until reading your letter. Follow basic letter format for your letter of application. If you need to, you may modify the order or information included in each paragraph. Prepare a resume to include with your letter.

Paragraph One: Introduction

- State clearly your reason for writing
- Identify the position or area of employment
- Mention briefly how you learned about the job
- State your interest in the particular position and company
- State why you believe you are competent

Paragraph Two: Education

- Identify your qualifications, institution, degree and date
- Refer to academic preparation which qualifies you for that particular job (internships, projects)

Paragraph Three: Work Experience

- Identify relevant work experience (skills, extra training)
- Explain how your experience has prepared you for the particular job
- Include specific details about your work experience

Paragraph Four: Closing Paragraph

- Restate your competence
- Request an interview
- Identify how and when to 0reach you, possible interview dates
- Thank the employer

James K. Dell

2323 Meadow Lane
Okmulgee, OK 74447
(918) 756-0000

OBJECTIVE

To obtain a position as an entry level diesel technician with a stable, progressive company.

EDUCATION

Oklahoma State University-Okmulgee, Okmulgee, OK
Diesel and Heavy Equipment Technology
Expected graduation date: August 1996
Graduate Performance Guarantee

Relevant coursework:

Fuel Delivery Systems	Brakes and Suspension
Hydraulics	Air Delivery and Exhaust
Transmissions	Electrical Systems

EMPLOYMENT

Performed minor repairs on Caterpillar Diesel engines
Serviced and maintained company's tow trucks and wreckers
Mobile Diesel Repair, Tulsa, OK. Summer 1994

Performed routine maintenance on stationary diesel engines
Served as apprentice mechanic on major overhauls
Smokey's Repair Shop, Morris, OK. Summer 1993

Operated and maintained wheat harvesting equipment
Jack Frost Custom Combining, Bugtussel, OK. Summer 1991-1992

OTHER SKILLS

Computer literate
Word for Windows 6.0
Microsoft Excel
WordPerfect 5.0

ACTIVITIES

Eagle Scout, Boy Scout Troop 459, Bugtussel, OK
Cookie League Baseball, Coach

REFERENCES

Furnished upon request

"... and to make this little dozer really authentic, it comes with 200 pages of government regulations."

Reports & Proposals

Internship Report

If your program requires an internship report, you may use the following guidelines to prepare a ***detailed analysis*** of your work with the dealership or business you are working for. Include the following items and ***organize your report using the following topic headings:***

- **Introduction**
  Trimester you're enrolled in
  Name of dealership you're working for
    And branch, if it has more than one location
  Number of branches dealership has
  List the specialties (farm equipment, trucking, road-building equipment, etc.)
    If your shop does outside work for other dealerships mention what kind
  Approximate number of employees where you work

- **Overview of Program Organization**
  How does your dealership deal with interns?
  How are they supervised?
    Who did you work with?
    Was it a positive experience?

- **Analysis of Tasks and Assignments**
  What kinds of jobs or responsibilities were you given?
  Were you able to competently complete the jobs you were given?
  Did they meet your expectations?
  Were they above or below your skill level? Explain.
  Is there anything you'd like to learn before the next internship begins?

- **Goals and Objectives**
  What did you expect to learn from the internship?
  Were your goals and objectives met?
  Were there goals or objectives you did not reach?

- **Conclusions**
  Overall, what was your impression of the internship experience?
    Include both positive *and* negative impressions
  What will you do differently next semester?
  Did you learn skills you were not planning on?
  How did this internship experience help you as a technician?

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Incident Report

Assignment: In memo format, write *to someone inside your company or organization.* In it, you will describe some sort of incident which is a variation from the standard operating procedure of your company.

Organization

Use the topic headings shown below (or similar headings relevant to *your* situation).

Incident description

Write a brief statement, using concrete terms, detailing what happened. Include the following items:

- Time and location
- Personnel details (employees' names, titles, and departments, if relevant)
- Equipment involved (brand names, serial numbers, or other pertinent detail)

Results of Incident

Explain what happened due to the accident and what actions were taken immediately.

- If anyone was injured, describe the extent of the injury and how, when, and where the person was treated.
- Explain who was immediately involved. Besides employees, this may include paramedics, police, repair experts, or other workers.
- In the case of equipment failure, explain how it was involved in the incident.
- How much downtime is involved?
- Will employees have to miss work because of injuries?

Analysis of causes

- Write a chronological review of what caused the incident.
- What was happening prior to the incident?
- List each step which caused the incident.
- Remember that your reader may not know what happened.
- Include sufficient details to present an adequate picture of what happened.

Conclusions and Recommendations

What type of corrective action is recommended?

- Should someone be fired? Reprimanded?
- Should new policies (safety procedures, for instance) be implemented?
- Should new equipment be purchased?
- Should additional training of some type take place?

Include specific suggestions to prevent the incident from happening again. Consider what should be done, who should do it, and when it should be done. Include as much detail as your position allows.

ALTHOUGH HE WAS NERVOUS ABOUT HIS FIRST PARACHUTE JUMP, ROLAND KNEW NOTHING WOULD GO WRONG AS LONG AS HE HAD HIS LUCKY ANVIL.

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Process Analysis

When you analyze a process, you are involved in *describing* how something occurs, how something is done, or how something is organized. Descriptions such as these are basic to technical writing--particularly in instructions, procedures, patent applications, manuals, and glossaries.

Assignment:

In report format, using topic headings and lists, analyze a process and describe it to a group of readers who are not as knowledgeable on the topic as you are. In order to include sufficient information for your reader, you may need to answer the following questions:

Who, What, When, Where, Why, How? To what extent? Under what conditions?

Organization

Your process analysis should consist of three parts. Each section may use or need subheadings--use them as necessary.

- **Introduction**
  - Define your audience
  - Define the purpose of explaining the process
  - Give a brief background on the process
  - Explain *who* is involved, *when* the process takes place, and *where* it occurs
  - List necessary tools, supplies, parts, etc.

- **Analysis of steps**
  - List the chronological steps (which comes first, second, third, etc.)
  - Define the *first* step and its purpose
  - Background information (if necessary)
  - Special considerations (what happens if you omit this step or perform it incorrectly?)
  - Define *second* step and its purpose (then repeat Background and Special considerations)

- **Concluding discussion**
  - Results evaluation (results if you perform the process successfully *or* unsuccessfully)
  - Time and cost involved
  - Disadvantages/Advantages
  - Effectiveness
  - Importance
  - Relationship to a larger process

Date due:_____

Problem-Solving Report

Problem-solving reports ask you to investigate and look at options, ideas, or products to see if they can help you solve a problem. In many cases, a report is written when trying to solve a problem at work--this may be a problem with employees, equipment, or company policies. Your report should state the problem, set criteria for solutions, investigate and analyze possible solutions, and recommend a "best case scenario" based on the information presented.

Assignment:

As part of your job, you have been asked to solve a problem for your company. Write a report explaining the problem, outlining possible solutions, and recommending a "best" solution. Use a memo format and topic headings. **Length: Should take care of itself if you include sufficient details in your report! Include a chart comparing your options.**

Topic headings for Problem-Solving Report

Introduction

- State the purpose of the report.
- Define the problem.
- State *what* your report will discuss.

Background

- State the history of the problem. Has it happened before? Has it gotten worse? What caused it?
- Explain how the problem is affecting clients/customers/employees, etc.

Criteria

What characteristics will determine a good solution?

- Explain *what* those characteristics are.
- Explain *why* they are important.
- Be specific.
  --is money involved? time? personnel? additional personnel?

Solution options

Present each solution and what it involves.

- Use a topic heading for each solution.
- *Do not* make any conclusions or recommendations in this section.
- Present *only* the information needed to describe the option.

Conclusions and Recommendations

- *Based on the criteria,* explain which solution *appears* to be the best and explain why.
- What is involved in implementing the solution?
- Which solution do you recommend and why? Explain your decision.

NOTE: The information used in the Problem-Solving Report may later be implemented in one of your proposals.

Progress Report

Progress reports are primarily concerned with the *future*. Even though progress reports talk mostly about what has happened in the past (what has been completed) and what you are doing at present, readers also want information about the future of a project so that they can plan for and make decisions concerning that project as well as others.

Tone

- Explain to readers what kind of a job you're doing. It's OK to be confident, but don't be overly optimistic.
- Be open and honest about your progress.
- If there are problems, say so.

Assignment:

- Using memo format, identify your audience
- Using the content from your *Informal Proposal*, explain how the work is progressing.
- Include a Gantt chart showing the work you've done, work in progress, and work to be completed.

Topic Headings for Progress Report

Introduction

- What work does your report cover?
- What is the purpose of the work?
- This section should include a brief background of what you are working on (just in case the boss has forgotten--or, in case someone else is reading it that is not familiar with the project or problem).

Past work

- Is your work progressing as planned or expected?
- What kind of results have you had with work which has been compieted?
- Were the results satisfactory or unsatisfactory?

Work in Progress

- What are you currently working on?
- How is it going?
- Will this part of your project be completed on schedule?
- Are there problems that need to be discussed?

Work remaining (Future work)

- What do you have left to do?
- Is it a major part of the project? Or, is it a minor part of the project?
- Do you have a tentative completion schedule?
- Is your work on schedule?
- Are you running ahead of (or behind) schedule? Why?
- What progress do you expect to make in the near future?
- Include the Gantt chart at the end of this section.

Conclusions and Recommendations

- What is your overall view of the progress you've made?
- Is the project going as planned?
- Is there something wrong with the project that needs to be discussed?
- Do you have any ideas to improve the project?
- Do you have any ideas to help overcome obstacles which are slowing the progress of the project?

[This section may go at the beginning of a short report if your conclusions and recommendations are the most important part of the report.]

Informal Proposal

Assignment:

Write a proposal (with your instructor as the audience) identifying the problem you want to solve. ***Written in memo format***, this informal proposal is asking permission to continue work on a larger project. Use the content of your Problem-Solving Report. Your memo should be a ***minimum*** of three pages (including visuals).

Remember that your proposal should not only be informative, but also persuasive. In order to convince someone that you have a good proposal, you must convince them (through your writing and the way you present information) that you are the right person to get the job done! **Your proposal may offer to solve a problem for another company. However, your *informal proposal* must be written to your instructor--as the CEO or manager who would give you permission to approach another company with a *formal proposal.***

Content and Organization

Organize the material in your memo in a logical manner using headings that reflect the content. Include the following information in your proposal:

- Statement of the problem you will solve--and who for
- Background information and significance of the problem
- Reader's motivation for reading your Proposal
- Proposed Methods/Procedures (how will you solve the problem?)
- Resources (where you will find information that helps solve the problem)
- Task breakdown and timetable (in visual form)
- Your qualifications and experience
- Costs (to the company)
- Conclusion
- Request for Action (What do you want me to do after reading your proposal?)

Visuals

As part of your informal proposal, you must include ***at least two visual aids.*** These may be in the form of a *timetable* (for completing planned work), *flowchart* (showing how your project would be completed), or any other visual we have discussed in class.

Software in the computer rooms as well as the Student Learning Center should be sufficient to produce any visuals you may need.

Introduction

- Statement of problem and objective
- Background information
- Need for the problem to be solved
- Benefits of solving the problem (who will benefit? how will they benefit?)
- Limitations (are there limits to your solution?)
- Scope (how much ground will you cover?)

Procedure

- Methods (how you plan on solving the problem)
  -Include flowchart showing steps to solving problem
- Timetable (in visual form)

Materials & Equipment

- Materials and equipment needed (present in list form, then explain)
- Personnel required to implement solution (if any)

Cost

- Cost of the solution and breakdown of expenses
  (could be presented in chart form)

Expected Results

- Expected results
- Feasibility of solution (very important!)

Conclusion

- Summary of key information
- Request for action

Formal Proposal

"A proposal is an *offer or a bid*--in other words, a sales or persuasive document. Proposals are much like resumes in that both sell your skills and abilities; however, proposals focus on your ability to do a single task better than anyone else."

In addition, a proposal "offers to *solve a problem or provide a service*. . . . spells out a specific *procedure* or plan of attack for solving this problem or providing this service. . . . identifies the *people* who are going to do the job and explain their expertise. . . . includes a carefully planned *timetable*. . . . forecasts both the hourly cost of workers and the cost of equipment and supplies."

Source: *Introduction to Technical Writing: Process and Product,* second edition, 1993, by Lois Johnson Rew.

Each section of your proposal must include sufficient detail. Remember that your writing is trying to help someone solve a problem. If you don't include enough details, your customer, client, or boss will not be able to make an intelligent decision.

Assignment:
Using your Sales Letter as a starting point, explain to your customer/client how you would *implement* those ideas. Include at least 2 visual aids (tables, figures, charts, or graphs). Refer to your textbook regarding format and order of presentation for materials. Your proposal should include the following sections:

- Cover page
- Abstract (summary)
- Table of contents (including list of visuals)
- Introduction
  - Proposal purpose
  - Definition or description of the problem/need
  - Overview of the proposal
- Procedure
  - Analysis of existing situation, solutions, benefits
  - Technical descriptions of tools, facilities, products, etc.
  - Purchase options
  - Schedules--including completion dates, tentative deadlines
- Personnel (who's doing the work--and their qualifications)
- Cost
  - Subheadings for labor, parts, materials, etc.)
- Conclusion/Recommendation
- Appendixes (any additional information used for references)

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Persuasive Strategies

Emphasize benefits for your readers

Remember that you're trying to convince someone that ***you*** are able to help them solve a problem. Showing how you can help should help them look more favorably at your ideas.

Address your readers' concerns and counterarguments

Write *to* your audience and discuss what they are concerned about. Avoid causing negative reactions to your solution by answering questions and argumjents they may have about your proposal. ***Try to anticipate what your reader will ask about your solution and present an answer in advance.***

Show sound reasoning

Present sufficient and reliable evidence to support the claims you are making. In addition, do not assume your reader will automatically accept the reasons you give for presenting your solution. Use specific information and do not assume that your audience knows everything you do.

Organize to create a favorable response

Use direct organization. Go straight to the point. Then, present your evidence and information related to it. ***Use this method when you expect your audience to react favorably, or at least objectively, to what you are proposing.***

Use indirect organization. Postpone your "bottom line" statement until after you have presented your evidence and information. ***Use this method if you are conveying bad news to your audience or if you expect a negative or biased reaction.***

Create an effective role for yourself

Your proposal should be written in a formal tone--regardless of your familiarity with the audience.

Present yourself as a credible person. Mention your qualifications and show your familiarity with the problem by presenting a knowledgeable background of the problem and understanding of the factors involved in the situation.

Present yourself as nonthreatening. Remember that you are trying to help your audience solve a problem. Show that you understand them and maintain a positive attitude toward the problem and solution.

Source: *Technical Writing: A Reader-Centered Approach.* Third edition. Harcourt Brace College Publishers. Paul V. Anderson, 1995.

Proposal Visuals

Visuals you include in your proposal do not have to be extremely complicated! While some word processing programs have the capability of producing graphs in color, most printers on campus *are not* color printers. Therefore, the "color" becomes shades of gray and black--which are difficult to read.

3-step process for presenting visuals:

- Introduce the visual in the text preceding your figure or table.
- Present the visual--preferably on the same page with the introduction.
- Comment on importance of the visual--explain to readers the importance of what you've just presented.

Other guidelines for visuals:

- Visuals should be *surrounded by text*--not allowed to "hang" at the bottom of a page, or on a page by itself.
- If possible, place visual as close to the text where it's mentioned. Avoid placing visuals on a page by themselves.
- If you're using a program which allows you to "wrap" text around a visual, make sure it's titled.
- Allow sufficient "white space" around a visual to help it stand out from the text.
- Label and title all visuals--see your textbook (or the following examples) for placement
- Note any sources used for compiling numbers and information.
- Try to avoid putting too much information in a chart or graph.

Table 1. Calendar for Interns

April 29, 1998	Students attend 7 1/2 week classes at OSU-Okmulgee
June 19, 1998	Campus instruction ends
June 23, 1998	Students begin internships at dealership
August 21, 1998	Internship ends, students return to campus

The above visual was created using only "line" commands and the tab key. Don't make things complicated if it's not necessary.

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A figure, such as the one shown below was created using the border menu. When creating such a visual, make sure to allow space above and below the figure *before creating the visual,* so you can add text later.

	Sponsor	**Student**
Uniforms	---0---	$ 125.00
Tools	---0---	$1250.00
Scholarships	$1250.00	$ 250.00
Travel	---0---	$ 500.00
Books	$ 250.00	$ 250.00
Total Cost	**$1500.00**	**$2375.00**

Figure 1. Cost for Sponsors and Interns

As the chart above shows, students enrolled in internship programs have a larger investment in their education than the dealerships who sponsor them. This not only motivates students to succeed, but ensures that a sponsoring dealership will not be given any less than what they paid for--an important part of the internship program at OSU-Okmulgee.

Some technical writing projects such as instructions or process analyses require warnings or cautions. You may decide to "box" such a warning to make it more visible--all a part of making your information more accessible.

WARNING! Before servicing the control unit, make sure the power source is disconnected. Failure to do so can result in serious injury or death from electrocution.

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Oral Report/Proposal

Assignment:
Using your proposal as a starting point, prepare a 5 to 7 minute oral presentation. Since your proposal covers a lot of information, you will most likely not be able to speak about *everything* you wrote. Prepare a detailed explanation.

Guidelines:

- 5 to 7 minutes
- explain one aspect of your proposal
- prepare remarks for a lay audience (include sufficient background information)
- use 3 x 5 inch note cards, but do not read your presentation
- 1 visual aid required--a chart or table from your proposal
- eye contact is required!
- appropriate dress required (no ball caps, hats, shades, etc)

Oral Report/Evaluation

Introduction 2 4 6 8 10
Arouses listener interest
Sufficient background information for lay audience
Clearly states purpose of proposal
Includes overview of proposal

Discussion 12 14 16 18 20
Explains current situation
Explains benefits reader will achieve by implementing proposal
Explains benefits of implementing proposal

Visual Aids 2 4 6 8 10
Visuals are clear and easy to read and understand
Visuals add to--or simplify--explanation

Conclusion 2 4 6 8 10
Adequately summarizes benefits of implementing solution
Explains importance of solving problem for reader of proposal

Total_____/50

ANTI-STRESS KIT

DIRECTIONS

Place on FIRM surface.
Follow directions provided in circle on the front on the kit.
Repeat until you are anti-stressed, or become unconscious.